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ABSTRACT

Underscoring the need for improved supervision and evaluation policies as a means of increasing public confidence in the quality of education in Massachusetts public schools, this yearbook presents six articles describing supervision and evaluation innovations. Specific topics include a summary of recommendations compiled by the Study Committee in Evaluation Personnel; a description of the manner in which evaluation can improve the quality of education; a discussion of clinical supervision, in which classroom observation is the basis for teacher evaluation; the presentation of a rating scale for assessing teacher performance; a description of supervisory modeling, where the supervisor actually teaches a lesson to demonstrate desirable techniques; and a summary of the supervisory approach, in which supervision and evaluation are based upon explicit teacher expectations and objectives. (JEH)

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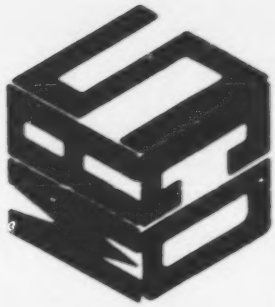

1981 Issues Yearbook of the

MASSACHUSETTS ASSOCIATION FOR SUPERVISION and CURRICULUM DEVELOPMENT

THE IMPROVEMENT OF LOCAL STAFF EVALUATION and SUPERVISION

A key issue for Massachusetts in the '80's

EA 014 070

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Edited by

Robert J. Munnelly
May 1981

Editor's Preface

Many of the issues confronting educators today are perennial – they come back again and again, and are always important.

The improvement of supervision and evaluation of staff is one of these perennial issues.

In Massachusetts this year, staff evaluation and supervision has taken on heightened importance. The vote for Proposition 2½ last November unveiled a major crisis of confidence in the quality of education in the Commonwealth. In this era of Proposition 2½, the townspeople of each of the local school districts in Massachusetts will need to be assured that their professional staff is competent and effective. It is the existence of effective supervision and evaluation processes which will give, in time, that assurance.

Two years ago, a prescient Commissioner of Education, Gregory Anrig, suggested to the State Board that a study committee examine the state of the art of evaluation in the Commonwealth. The report was completed and accepted by the State Board of Education in June '80. It showed that most districts in Massachusetts had a teacher evaluation process in place. However, the evaluation process in many districts did not include tenure teachers or supervisory educational personnel such as principals or directors. The study committee advised a higher priority be given by local school districts for the improvement of the evaluation of educational personnel.

Among the persistent questions raised in these hectic days of planning staff cutbacks are ones about the efficiency of systematic evaluation and supervision: does the evaluation process insure that the best of the staff is to be retained? or must we rely on the shaky assumption that seniority is the best guide to staffing for quality education?

This Yearbook will not serve as a guide to making staff cutback decisions, rather it calls attention to the importance of staff supervision and evaluation as the major tool for insuring high productivity and quality in the schools of each local school district. Supervision and evaluation for purposes of improvement is a theme which pervades all of the articles. Regaining and retaining public confidence in each local school district will be dependent on improving the ongoing supervisory and evaluative practices in the district. Towards this goal, the Massachusetts Association for Supervision and Curriculum Development has prepared this collection of papers which we hope will be helpful to educators in each district as they make plans to upgrade staff evaluation in light of the recommendations of the State Board's Study Commission.

Robert Munnelly, Editor

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EVALUATION OF EDUCATIONAL PERSONNEL IN THE COMMONWEALTH OF MASSACHUSETTS

Robert J. Berardi
Holliston High School

Back in the Middle West on a Sunday afternoon, a lot of farmers used to walk around with their hands in their pockets and do an hour or two of what they called "Sunday farming". They didn't work very hard at it - you weren't supposed to work on Sunday. They just looked over the way things were going and sized up the problems and the jobs they had on their hands. But it was also their time to dream a little about the way things might be and to cherish their hopes for the future. Over time, out of some combination of tough - minded size-up and optimistic vision, they shaped up a plan of action.

The function of this article is not too different from that. If we in education are going to shape up plans for the evaluation system we need, we have to be pretty thoroughly aware of the way things have been going. We also need to see how things could be.

With all of American education struggling to redefine itself in the light of new expectations and the ferment of sound change, the beliefs and practices among educational administrators toward evaluation play a crucial role.

Responding to the need to examine evaluation in the Commonwealth of Massachusetts, the State Board of Education established a Study Committtee in Evaluation of Educational Personnel in November, 1979. The Study Committee's membership was broadly representative of the education community and the general public. Members were proposed by their respective associations and included four teachers, four administrators and seven public members (representing school committees, parents, students and state legislators). Gregory R. Anrig, Commissioner of Education served as chairperson for the committee. The Committee staff was under the able direction of Brunetta R. Wolfman, Director of the Office of Executive Planning.

The purpose of the Study Committee was to advise the State Board, local school officials and the general public on ways to improve the evaluation and performance of educational personnel in Massachusetts.

To do this, the State Board assigned the Study Committee five tasks:

- To review current practices and identify, on the basis of these practices and relevant research, principles which underlie sound evaluation procedures for educational personnel.
- To provide a forum for the identification of evaluation practices in Massachusetts and elsewhere which are considered effective and equitable by those affected by the practices.
- To elicit from educational and other interested organizations and individuals ideas for the improvement of the evaluation of educational personnel in Massachusetts.
- To identify and recommend information to be disseminated on evaluation practices in Massachusetts and nationally which demonstrate the principles of sound evaluation and performance improvement deemed most important by the Study Committee.
- To submit to the State Board of Education a report of findings, conclusions and recommendations by not later than June 1980.

In June, 1980, the Study Committee presented its preliminary report to the Board of Education. This detailed report contained several parts, specifically:

- Definition and Principles of Evaluation
- " State of the Art " of Evaluation in Massachusetts
- Recommendation of the Study Committee
- Illustrated Practices
- Training for Evaluators
- Legal Aspects of Evaluation
- Model Evaluation Plans

During the course of its deliberations, certain general findings became clear to the committee. These are summarized as being:

- All Massachusetts school districts have some kind of formal evaluation systems for teachers. Some of these systems are comprehensive, most are not.

- There is strong opposition to any state mandate for evaluation of educational personnel. Only one organization (The Massachusetts League of Women Voters) testified in favor of legislation in this area; all others expressed strong opposition to any such state prescription of requirement.
- If the public wants good evaluation of educational personnel, it must recognize that this takes staff time. School districts which have made such a commitment feel it is worthwhile. Where such a commitment is not present, evaluation policies are often viewed with mistrust and resentment by those affected.
- Formal evaluation procedures for administrators, supervisors and professional personnel other than teachers are the exception rather than the rule. This also appears to be true for all personnel once they are granted tenure.
- There is broad agreement that more and better training in evaluation skills is needed for those charged with the responsibility for evaluating educational personnel.
- Differences exist throughout the Commonwealth as to whether evaluation policies are or should be subject to collective bargaining. There is general consensus, however, that any such policies should be clearly communicated and understood by all concerned, and that it is a sound evaluation practice for the person being evaluated to have an opportunity to discuss the criteria to be used by the person who evaluates.
- The impact of " reductions in force " due to declining enrollments and budgets constraints have created an atmosphere of tension and suspicion over evaluation policies. Employee organizations generally favor reductions in force by seniority; employer organizations generally favor including some judgment based on performance. This very real concern permeated our hearings and the deliberations of the Study Committee itself, since the Committee was representative. It was the Committee's conclusion that provisions for " reductions in force " can only be resolved through collective bargaining decisions in each school district and should not be a matter for the Study Committee. Separate from this conclusion, however, was the unanimous position of the Study Committee that evaluation of educational personnel was so important to the quality of educational performance and to public confidence in the Commonwealth's schools that each school district should have a comprehensive policy for the evaluation of all educational personnel on a regular and continuing basis.
- Several persons testified before the Committee on the difference between supervision and evaluation. Seldom is there sufficient supervisory staff in most Massachusetts schools to separate responsibility for supervision and evaluation. To do so procedurally is a matter for local decision. Our recommendations, therefore, do not differentiate betweeen supervision and evaluation.

The recommendations submitted to the State Board of Education and ultimately to local school officials are listed below. These recommendations apply to all educational personnel (administrators, supervisors, teachers and other professional staff). The recommendations are offered in the context of the definition and principles of evaluation adopted by the Study Committee. Implementation of the recommendations by a school district are subject to the provisions of collective bargaining agreements of that school district. The recommendations are:

- The evaluation of educational personnel is the responsibility of each local school district. Evaluation policies should be locally designed and locally controlled.
- Higher priority should be given by Massachusetts public school districts to improved evaluation of educational personnel.
- Higher priority also should be given in staff time and other available resources to improve the evaluation of educational personnel.
- Each school district should have a comprehensive evaluation policy which includes the philosophical intent, content and process of evaluation for educational personnel.
- The comprehensive evaluation policy of each school district should include regular evaluation of administrators, supervisors, teachers and other professional personnel.
- Tenured as well as non-tenured educational personnel should be evaluated regularly. If present practices of the school district do not include evaluation of tenured educational personnel, a careful transition should be planned, by joint consultation of the parties affected, in accordance with collective bargaining provisions which may exist in each school district. Evaluation practices for tenured personnel may be differentiated from those for non-tenured personnel, depending upon local decision.

- Follow-up support should be provided for the improvement of performance noted in evaluation reports. This follow-up support should include a variety of resources such as in-service education, observation opportunities, peer assistance, increased supervison, help from personnel not involved in the evaluation process, and other techniques which may be designed by each school district.
- Those responsible for evaluation of educational personnnel in each school district should be trained in evaluation and provided with periodic opportunities for additional evaluation training.
- Schools of education, other institutions of higher education (business and management colleges), professional associations, and the State Department of Education should be encouraged by the State Board of Education to provide improved training opportunities for those reponsible for the evaluation of educational personnel in Massachusetts school districts.
- Provisions for " reductions in force" are subject to applicable collective bargaining agreements which may exist in a school district. Regardless of the particular provisions for" reductions in force", there is a need for each school district to have a comprehensive evaluation policy.
- Since sound evaluation is for the purpose of improving performance as well as judging performance, individual Evaluation reports should identify areas in need of improvement as applicable, and should provide specific suggestions as to how this improvement can take place.
- Evaluation reports should be cumulative. Areas in need of improvement noted in previous reports should be included in subsequent reports until the improvement expected has take place.
- The comprehensive evaluation policy should include clear procedures for the person being evaluated to interact regularly with the person (s) doing the evaluation in accordance with the principles of evaluation stated in the State Committee report.
- The comprehensive evaluation policy should provide an opportunity for the evaluation of educational personnel to be individualized to the extent that the peron being evaluated has an opportunity to include individual goals, if he or she so desires, provided that such individual goals are not in conflict with school or district goals and obligations under applicable laws and regulations.
- Criteria for evaluation of educational personnel should take into consideration the growth and development of the age groups being served by the personnel to be evaluated.
- An option should be available for the person being evaluated to benefit from peer and student assessments of that person's performance.
- An option should be available for the person being evaluated to submit a self-evaluation or other information to be considered by the person conducting the evaluation.

All major areas investigated by the Study Committee were guided by the following pre-determined and adopted definition and principles of evaluation.

Definition of Evaluation:

Personnel evaluation is the process of defining goals and of identifying, gathering and using information as part of a process to improve professional performance and to judge total job effectiveness.

PRINCIPLES OF EVALUATION

Overview

- The purposes of evaluation should be stated clearly, in writing, for all partites involved.
- All parties involved in the evaluation process should discuss the evaluation criteria in order to promote mutual commitment to them.
- Evaluation criteria should be based on the employee's job responsibilities, jointly developed goals, local goals, program objectives, and instructional priorities as they relate to student learning.
- Evaluation assumes that standards of effectiveness can be determined and that performance can be measured in terms of those standards.

Data Gathering

- Evaluation evidence must be either observed or otherwise documented.
- Data for evaluation should be collected over a sufficient period of time and should be maintained in the official personnel file.
- The evaluation process must be flexible enough to provide for differences in the context of staff member's assignment (characteristics of students, class size, characteristics of environment).
- The evalution process should allow the evaluatee to gather data in support of goal attainment and to

provide individual self appraisal data on an optional basis.

Feedback Process

- All evaluations should be communicated in writing to the persons being evaluated.
- The evaluation process should provide recognition for positive performance as well as inadequacies in performance.
- The evaluation process should encourage creativity.

Implementation

- Adequate provision for protection of the rights of the evaluatee and evaluator shall underlie the evaluation process.
- Evaluative data may be aggregated and used as a basis for assessing total job effectiveness.
- The evaluation process should provide specific recommendations and concrete resources for improving professional performance and enhancing student learning.
- Training in evaluation skills should be provided regularly to those charged with the responsibility for evaluation.

The purpose of these guiding principles was to provide local school districts a way of developing systems of evaluation which will feed back to every level the kinds of data need to improve the perceptions of how we are doing in terms of what we hope to do and, consequently, to improve all our educational decisions.

On September 23, 1980, the State Board of Education voted to accept the report of the Study Committee and extended the term of the Committee until June, 1981 to develop a plan for the implementation and dissemination of the report.

In summary, in this imperfect world is it not likely that any school system will ever devise a progam of evaluation that will be perfect. But suppose it could. What would be the results?

Every educational personnel would be performing with greater precision because each would be getting data constantly on what was "working" and what was not, what was already mastered and what remained to be learned. Meanwhile, the student himself would be channeling his own efforts with greater precision for he, too, would have a clear sense of direction.

The content of the Study Committee's report will serve as a guide in providing good evaluation and, in turn, a way of stimulating deliberate thought about basic purposes, values and goals in evaluation systems in the Commonwealth.

Robert J. Berardi, an assistant Principal at Holliston High School, represented Massachusetts Second School Administrators on the Study Committee on Evaluation of Educational Personnel. He is a doctoral student at Northeastern University, Department of Educational Administration.

EVALUATION CAN IMPROVE THE QUALITY OF EDUCATION

Charles H. Arning
Fitchburg High School

I received a call at school the other day from a parent of one of our sophomore girls. After a talk about her schedule, the parent said, "I want to know how Chris is doing in school. If there are any problems please call me, so I can help." The need to know how one is doing is of critical importance to every individual. The parent wants to know how his/ her child is doing in school, the child wants to know how he / she is doing in class; and the teacher needs feedback from the principal as to how he/ she is doing in teaching the class. Feedback is the key to most behavior change. Yet in education, our opportunities for feedback, are few and far between. Feedback is irregular, and all too often, not very helpful. Under such a set-up, teachers tend to plot their own courses. And who can blame them, for without sufficient information concerning what is expected of them, they must survive by doing what they feel is best.

Kids want direction. They want to know what is acceptable and what is unacceptable. Why should we treat teachers any differently? How many administrators have specific guidelines set up for each grade level? How well are those guidelines communicated to the staff? How often does the staff assist in the developmment of grade level guidelines or individual classroom goals for the coming year. How can anyone be doing the best they can if they are not sure exactly what they are expectd to be doing? My Dad, a leader in industry, once told me that the worst thing a manager can have happen is to have an employee think he is doing great when in fact the employee's work is unsatisfactory. The manager has failed to adequately express the goals of that position and the company's expectations.

It is ironic that in education, the very people we want most to treat kids in a humanistic manner are the very people we, as administrators, often neglect to treat in the same caring manner. By failing to adequately communicate our goals to the teachers, we have set up a very threatening situation through our evaluation. The teacher doesn't know what we want, and therefore is anxious, intimidated, and not terribly productive.

It maybe worthwhile to take a look at teacher evaluation from the standpoint of school leadership. In this age of ferment, opposition and change within and outside education, the leadership of the schools becomes increasingly important in addressing some of the critical isssues that face us. A key leadership function then becomes reassessing what we do and how we do it. A periodic reassessment of one's goals and objectives is vital to the life blood of organization.

As leaders we must set goals and objectives for our school, our staff, and our students. To be effective, staff must play a large role in shaping these objectives, realizing that is is the leader who makes the decisions. This is a constant process because the variables that affect education are constantly changing.

The basic competency program will have significant impact on goals for various grade levels and teachers. Changing community conditions can also greatly affect the goals for your school. I think we all feel strongly that this is the essence of leadership. However, the second component of leadership is making sure the goals and objectives are being followed through. It is here where we fail. The evaluation process should be a consultive, helping process to assist staff growth and to insure that quality learning experiences are planned, and executed in a continuum that is moving toward established goals and objectives.

Sounds good. However, most knowledgeable observers of education would admit that in most schools this borders on fantasy. For in reality, we evaluate our schools and, particularly, teachers, poorly. We are slipshod in our methodology, our techniques, and most critically, in our goals. Although there's a wealth of literature on evaluation and what constitutes good teaching, the distance between research and theory, and practice appears to be light years apart. We wouldn't dare treat and evaluate children the same way we evaluate teachers.

Evaluation is a critically vital leadership tool. Industry and business have long ago recognized that the process of evaluation is the process of ensuring progress toward identified corporate goals. Evaluation assists the manager in appraising the job and the individual. Is there a good match between job and man? Are the strengths of the individual utilized by the job?

I recently came across a major financial corporation's personnel evaluation program and elements of it struck me as being useful to educators. For example, the program clearly states its purpose. It is designed to ascertain the degree " the employee has the requisite qualifications and skills to be effective in their present position and to develop the appropriate action plan that will capitalize on the employee's strengths and minimize or overcome weaknesses and provide opportunities for improvement." It is basically designed to increase productivity through staff improvement, a goal in which we are all interested. A particular benefit of the

program is that the goals for the particular position and how that position fits into the overall plan are clearly stated.

The evaluation is conducted by a three member team(a luxury which may not be affordable to us under Prop. 2½) and they evaluate the qualifications and function of the position as well as of the employee. There are four basic objectives of the program that further support the idea of evaluation as an action-oriented procedure that allows the individual and the company to grow. Those objectives are:

1. To evaluate "fit" between the employee and his/her present position.

2. To assist the employee and his/her supervisor in identifying the strengths and weaknesses of the employee in relation to his/her present position and outline the necessary corrective action/development program.

3. To identify training and development needs within the corporation.

4. To assist in the identification of those employees with potential for further advancement.

The corporation has, through its evaluation program a tool to assist it in reaching its stated goals and objectives. And, more importantly, if those goals are not being met then there are readily available answers as to the reasons why. The strength of this evaluation program is that it is an action-oriented program designed to increase the effectiveness and efficiency of the individual and the job. It also identifies inservice needs and potential talent to be developed within the company. It allows management to re-evaluate each position on a regular basis. For as business conditions change, refinements are needed within the position to maintain or increase its usefulness.

The evaluation interview is critically important in this process. The interview is based on a free and open exchange of ideas. To further facilitate open communication and to allow all issues to be aired, the evaluation team submits a copy of its evaluation to the employee prior to the interview to enable the employee time to gather any pertinent data that may assist the process. The interview is geared to resolve any differences between the employee and management and to come up with a mutually acceptable plan of action to provide opportunities for improvement and capitalize on the employee's strengths. This method is highly professional and demonstrates obvious interest in the individual's personal on-the-job growth. There is a belief inherent in the evaluation procedure that each employee can attain his / her level of proficiency. There is a continuity in this procedure, a planned approach to staff development. It also promotes sound leadership. The supervisor is constantly involved with line functions and his employees. The free exchange of ideas provides incentive to the staff and gives management solid communication channels.

It is clear that this particular company utilizes its evaluation program as a key management / leadership tool. Unfortunately, we in education have not utilized evaluation for any other purpose except as a weeding out process, and it appears we have done a poor job of even that one aspect. If the purpose of evaluation was narrow and somewhat vague before Proposition 2½, its role is further confused. For it is clear that under Prop 2½, except for perhaps Bi-lingual and Special Needs staff, most school faculties will be comprised of tenured personnel with at least ten years experience. If we relegate evaluation to simply weeding out the incompentent, we are truly missing the boat on an effective leadership tool. The evaluation process, used correctly, can have a significant impact on many critical areas within the school. It can also enable us to work toward the achievement of many goals simultaneously. It can be the consultive helping process business has proved it can be, but only if we invest time and energy in it. We must allow staff a key role in assisting the development of goals and criteria for evaluation. And, lastly, we must believe in it as a productive leadership tool.

The key to the utilization of the evaluation process is adequately communicating desired outcomes and specific expectations to the staff. In other words, goal setting. To be truly effective goal setting must be a mutual process between staff and principal. This in itself can help alleviate some of the uncertainty and anxiety caused by evaluations. The teacher, by participating in developing the goals and criteria that he / she will be evaluated on, will react more positively to the evaluation feedback. The feedback the teacher then receives can be readily turned into more productive teaching behavior. Teachers who have come up with quality techniques in specific areas should be commended and encouraged to share their successful strategies.

It also allows the administrators to ensure that there is a continuity in the educational program and that it is meeting the instructional needs of the children.

Prop. 2½ will force adminstrators to be more organized, more efficient planners, and better communicators than ever before. Their time will be at a premium and their staffs will be facing incredible challenges in the classroom. In our role as school leader, we must be present to assist the staff in coping with, and hopefully, overcoming these conditions and pressures. The highly visible administrator who is involved in the classrooms, assisting teachers attain their goals can help stem the tide of negativism and despair that many in education presently feel.

What I have outlined is simply sound educational policy.

In summary, business has used its evaluation procedure to promote and ensure that steady progress is made toward the attainment of their corporate goals. Evaluation is a continuous process. It is geared to the development of the individual to his full potential. In education, we have not utilized the evaluation process as a key leadership tool. It is my assertion that teachers, like students, desire feedback and direction. I also believe that building principals working in conjunction with their staff, can establish meaningful goals for the classroom. This is a highly desirable achievement. The evaluation process, correctly used, can greatly assist the school leader in identifying goals for the school and working towards them. It can further ensure continuity of the educational program and the development of staff growth and professionalism. It will take commitment, a willingness to share the goal setting process with staff, and a highly visible school administrator. In light of the current economic and political conditions in the Commonwealth, it appears that teacher evaluation is a viable leadership tool and an efficient use of finite school resources.

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SUPERVISION IN A CLINICAL MODE

Carol Wareing
Tufts University

A growing dissatisfaction with current supervisory practices on the part of teachers and supervisory administrators alike and a desire for a more humanistic, collegial approach to supervision has spurred many educators to look more closely at clinical supervision.

In a related development, the importance of supervision is clearly increasing in response to heightened cries for accountability and more stringent evaluation of teachers.

Clinical supervision emerged during the late 1950's and is currently receiving increasing attention. Clinical supervision is basically a process of observing in the "clinic" of the classroom. It is supervision "up close" and rests on the conviction that instruction can only be improved by direct feedback to the teacher regarding educational aspects of concern to the teacher (Reavis, 1976).

Robert Goldhammer and Morris Cogan are credited with expounding on the basic elements of this so-called clinical supervision. Procedurally, this is a five-step process. The first step is the preobservation conference designed to be a session where supervisor and teacher jointly plan and/or discuss a specific lesson to be taught, supervised, and evaluated.

Second is the on-site, in-class observation at a pre-determined, mutually agreeable time, for teacher and supervisor, where the specific lesson discussed earlier is taught.

The third step is termed "analysis and strategy" and suggests that the supervisor determine the form that the data collected during the observation will assume and any relevant interpretations and uses of such data. Cogan (1972) offers specific strategies such as Flander's Interaction Analysis for organization and collection of data while Goldhammer (1969) suggests that the data gathered simply speak for itself.

The fourth step is a postobservation conference during which time teacher and supervisor examine the data, share perceptions, draw conclusions, and jointly determine plans for remediation.

Following planned remediation, a postconference analysis is conducted by the supervisor. Emphasis during this analysis should focus on enhancing the professional status of the teacher in forthcoming supervisor-teacher relationships.

The process is cyclical and therefore meant to continue. The intention is that joint-determination of goals, plans, and remediation will result in professional growth and improved teaching.

In a recent review of Goldhammer and the clinical supervision process, Krajewski (1980) reiterated some of the necessary elements for insuring successful implementation of the process. First, established as the major goal of supervision was being able to help teachers better perform their perceived job. Second, climatic factors deemed essential to success of the process were enumerated to include: development of mutual trust, establishment and maintenance of rapport, and absence of fear. A primary contention is that through frequent, skillful supervision, greater knowledge for both parties could be anticipated.

Clinical supervision in its overall design addresses major criticisms lodged against conventional techniques currently enjoying widespread practice.

Teachers' perceived criticisms of supervisors have been elicited and examined by Arthur Blumberg (1974). His findings indicate that many individuals placed in supervisory capacities are viewed by and large to be out of touch with the classroom, appear insecure in their customary avoidance of the classroom setting, project an attitude of general dislike and distrust of people, play a "democratic game" but are insincere to this end, and wrap themselves up in procedural trivia.

Conversely, desirable to teachers is the opportunity to be regarded as professionals and to be treated as such. Teachers feel less often threatened and negative in their attitudes toward supervision if allowed to participate in the evaluation process from its inception. Teachers likewise wish to have supervisors separate evaluation for job continuance or termination from desires and efforts to improve instruction. Finally, teachers generally wish to receive continuous feedback regarding progress toward meeting their individual goals (Reavis, 1976).

Supervisors themselves also find fault with traditional systems and techniques of supervision. According to Bishop (1977) some of the greatest frustrations include the following: lack of sufficient time devoted to

supervisory functions, imposed responsibilities sans concomitant authority, resistance to change on the part of educational personnel as well as their leadership, meager or non-existent in-service education provisions, discipline-centered teachers claiming methodological restraints imposed by curriculum requirements, lack of effective program continuity, inappropriate job descriptions, and a general feeling of being "caught in the middle" between subordinates and superiors of disparate perspectives.

As a result of surveys of teachers in a clinical supervision setting, Reavis (1978) reports that teachers seemed to favor clinical supervision to more conventional approaches with respect to each of the following criteria: communication, conferences, observation, suggestions for improvement, self-perception, and supervisor helpfulness.

From a statistical perspective, the criteria of communication and self-perception were significantly higher in clinical vs. traditional settings.

A result of Reavis' study is that traditional supervision was not preferred in any of the categories examined. In summary, clinical supervision appears to deal with the dissatisfactions of traditional rating-type evaluation by offering a more humanistic and collegial approach to evaluation.

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GENERATING A VALID AND RELIABLE RATING SCALE FOR THE ASSESSMENT OF Teaching Performance: The Andover Experience

Charles L. Mitsakos
Andover Public Schools

With the reduction of teaching staff due to declining enrollments and decreasing budgets becoming commonplace, the need for a valid and reliable method of assessing teacher performance is becoming acute. Reduction in force is not the only reason. A more tenured teaching staff with less turnover demands a teacher evaluation system that is rational, workable, and can contribute to the continued improvement of the teaching and learning process in every classroom. The problem facing the Andover Public Schools was not unlike that being faced by school districts across the Commonwealth.

Since it is generally accepted that effective teaching is the most important element in good education, it seemed reasonable to develop an evaluation system for Andover by first reviewing the research on teaching effectiveness. Eight major factors seemed to recur in the literature as contributing most to teaching effectiveness: cognitive clarity, generating enthusiasm, variety in presentation, task orientation, student interaction, positive teacher-student rapport, well-defined objectives, and meeting learners' needs. The need for a professional attitude a..d continued professional growth were found in some of the literature. Additional more detailed elements involved in teaching and learning found in the review of research could be encompassed by these major factors.

These factors and related elements were shared with the professional staff of the Andover Public Schools to test their face validity. Some minor adjustments were made but what emerged was a set of ten standards that became the basis of a rating scale for assessing teacher performance.

These standards, spelled out in greater detail in the appendix, include:

1. Exhibits cognitive clarity in presentation.
2. Generates enthusiasm, excitement, and/or interest during presentation.
3. Makes use of variety in presentation.
4. Is task-oriented and exhibits business-like behavior, is able to provide for smooth classroom activity transition and monitor the class doing more than one thing at a time.
5. Provides for student interaction and involvement in the presentation.
6. Creates positive student-teacher rapport.

Effective instructional implementation is dependent on instructional planning. This criterion includes two standards:

7. Selects and generates defensible instructional objectives and plans.
8. Achieves instructional objectives with diverse kinds of learners.

Finally, instructional planning and implementation are affected by a teacher's professional participation. Two standards are included under that criterion:

9. Displays professional attitude.
10. Shows evidence of professional growth.

Following a series of formal and informal observations, supervisors (principals, department heads, assistant principals, and program advisors) appraise a teacher's performance based on the ten standards and the related performance activities which the standards encompass. The teacher's overall rating on each of the ten standards is made on a scale ranging from "occasionally" to "usually" to "consistently." A summary evaluation statement follows the rating and describes accomplishments, inadequacies, efforts made to overcome deficiences, and suggestions for the future.

The standards and rating scale were field tested during the 1978-1979 school year with a representative group of teachers by a team of evaluators consisting of a cross-section of supervisors drawn from at least three schools. The field test was conducted for three purposes: (1) to test the standards in everyday use; (2) to train supervisors in their use; and (3) to develop greater interrater reliability. Michael D'Elia, an educational researcher/statistical consultant from the University of Lowell, monitored the entire project.

The ten standards proved highly reliable and valid in differentiating among teachers at various abilities. Interrater reliability was also very high when measured as the degree of agreement among raters on total scores assigned teachers.

Table 1 shows that the reliability of the instrument is somewhere between .94 and .98 with a standard error of measurement of about 4 points. These coefficients compare very favorably with even the best cognitive measures and are markedly greater than most affective measures.

Table 1

Reliability of the Instrument

Method Employed	Reliability Coefficient
Split-half	.97
Test-retest	.87
Guttman	.97
Kuder-Richardson formula 21	.94

Table 2 indicates that the validities of the standards range from a low of .61 to a high of .93, all in correlation to the total ratings. As expected some standards correlated highest with the total scores. Factors such as cognitive clarity, enthusiasm, ability to instruct diverse types of learners and providing for student interaction with correlated in the .90s while such standards as professional attitude (.8470), making use of variety (.8460) and especially factor 10, professional growth (.610) seemed not as important in appraising teacher effectiveness.

Table 2

Validities of the Standards

Standard	Correlation with Total Score
1. Cognitive clarity	.919
2. Generating enthusiams	.931
3. Variety in presentation	.846
4. Task orientation/business-like behavior	.874
5. Student interaction and involvement	.900
6. Positive student-teacher rapport	.884
7. Well-defined objectives	.883
9. Professional attitude	.847
10. Professional growth	.610

Table 3 points out an apparent contradiction in interrater reliability. The median reliability among raters on a standard-by-standard basis was .68 while the median relaibility among raters on the scale as a whole was .96. This was due in part by the fact that although two supervisors rating the same teacher might assign different scores on a particular standard, these differences would cancel each other out when the rating individual standards were added for a composite score.

Table 3

Interrater Reliability

Interrater Mode	Reliability Coefficient
Among raters within team when each standard is analyzed separately	.68
Among raters with team when only total scores are considered	.96

Based on the field test and the analysis of the data, the following conclusions were reached regarding the Andover performance standards and rating scale.

1. In terms of the reliability of the instrument it is clear that the ten standards yield remarkably consistent results.
2. The interrater reliability is excellent when viewed from the perspective of total scores assigned. The standard-by-standard reliability will increase to the extent that teachers of all ability levels are evaluated.
3. The validity of the individual standards when correlated with the total score for each teacher evaluated is very high with the exception of standard 10.
4. When the instrument is used with teachers in a regular school setting and thus more representative than was possible in a field test situation, the rating scale composed of the total ten standards will do a consistent and excellent job in differentiating teachers of various competencies.

Based on the high reliability and validity of the standards and scale, the instrument was adopted for use by the total system. This high reliability was maintained when the instrument was implemented during the 1979-1980 school year. The Andover model can easily be adapted for use in other school districts. Supervisors, however, should be cautioned to plan to field test this model or any model with their teaching staff, involve representative groups directly throughout the development, training, and field test process, and to gather statistical data based on the experience. Only through these kinds of activities will supervisors be able to create the type of supervisory model required for the improvement of the instructional program for students and the continuous growth and development of their teachers which will be considered valid and reliable by those involved.

APPENDIX

Effective Teaching Performance Standards

1.0 Exhibits cognitive clarity in presentation.
- 1.1 Displays verbal fluency, able to explain clearly.
- 1.2 Has firm grasp on what is being taught and why.
- 1.3 Is accurate from a factual standpoint.
- 1.4 Displays thorough knowledge of subject matter.
- 1.5 Uses correct language.
- 1.6 Asks a variety of questions which require both "lower cognitive" as well as "higher cognitive response."

2.0 Generates enthusiasm, excitement, and/or interest during presentation.
- 2.1 Exhibits high expectations and assumes personal responsibility for making sure students learn.
- 2.2 Is stimulating and imaginative.
- 2.3 Evidences strong motivation and commitment to teaching.
- 2.4 Exhibits a sense of humor.
- 2.5 Is intellectually stimulating.
- 2.5 Transfers relevant and interesting real life situations into the classroom.
- 2.7 Maintains stimulating and attractive classroom environment.

3.0 Makes use of variety in presentation.
- 3.1 Exhibits sufficient movement, gestures, and variation in voice and eye contact.
- 3.2 Makes effective use of a wide variety of well-selected instructional materials.
- 3.3 Is actively involved in lesson.
- 3.4 Makes effective use of instructional strategies such as large group, small group, or individualized instruction, independent activities, or contracting.
- 3.5 Demonstrates appropriate skills.

4.0 Is task-oriented and exhibits business-like behavior; is able to provide for smooth classroom activity transition, and monitors the class doing more than one thing at a time.
- 4.1 Keeps students actively engaged in productive work.
- 4.2 Displays alertness of what's going on in classroom.
- 4.3 Has whole group's attention before beginning presentation.
- 4.4 Uses statements designed to provide an overview and a summary of the lesson.
- 4.5 Provides opportunity for students to practice the new learning and get feedback.
- 4.6 Employs a recognized systematic instructional format and pattern.
- 4.7 Demonstrates purposeful organization of space and materials with regard to the physical appearance as well as high safety and maintenance standards.

5.0 Provides for student interaction and involvement in the presentation.
- 5.1 Acknowledges, modifies, applies, compares, or summarizes student statements.
- 5.2 Does not consistently repeat student responses.
- 5.3 Probes or uses responses which encourage student (or another student) to elaborate upon his or her answers.
- 5.4 Responds to questions posed by students.
- 5.5 Responds to substance of student statement rather than form.
- 5.6 Provides for high frequency of student initiated questions and interaction.
- 5.7 Spends time interacting with individual students even during group or whole class lessons.
- 5.8 Praises or encourages students.

6.0 Creates positive student-teacher rapport.
- 6.1 Treats students in a manner which reflects an awareness of their developmental and emotional characteristics.
- 6.2 Shows warmth toward students; has positive attitude toward students.
- 6.3 Able to handle discipline problems.

  6.31 Sets framework for learning/discipline so that students know what to expect; is consistent.
  6.32 Is impartial and fair when dealing with students.
  6.33 Maintains standards both inside and outside classroom.
  6.34 Discusses disciplinary incident with student and follows through on disciplinary action.

- 6.4 Accepts feelings of students in a non-threatening manner.
- 6.5 Develops and fosters balance between individual rights and responsibilities.
- 6.6 Does not appear to get overly excited or scream and holler or use sarcasm at students.
- 6.7 Interacts positively with students both inside and outside the classroom.
- 6.8 Students demonstrate a positive attitude toward class and teacher.
- 6.9 Shows compassion and empathy; sincerely wants students to learn.

7.0 Selects appropriate and justifiable instructional objectives and generates sound educational plans.
- 7.1 Exhibits evidence of direct relationship between material covered/used in class and instructional objectives.
- 7.2 Lessons demonstrate thought and preparation.
- 7.3 Uses instructional materials in an organized fashion that reflects planning.
- 7.4 Develops written plans which are based on prescribed curriculum and reflect use of program manuals, courses of study, guidelines, etc.
- 7.5 Uses appropriate test data in planning program.

8.0 Achieves instructional objectives with diverse kinds of learners.
- 8.1 Is able to diagnose individual student's skills, progress and learning style; adapts programs accordingly.
- 8.3 Matches difficulty level of the lesson to ability level of the students through lesson content, questions, and activities.
- 8.4 Provides material so every student can show achievement within the work period.
- 8.5 Facilitates the learning for the reluctant learners - brings out students to realize their potential.
- 8.6 Uses good judgment by being demanding, critical, encouraging, supportive, helpful, or warm, as dictated by the needs of each student in any given situation.

9.0 Displays professional attitudes.
- 9.1 Develops positive relations with colleagues as a team/grade level/department and school staff member.
- 9.2 Contributes to team/grade level/department and school; willing to share ideas and support them.
- 9.3 Cooperates with administrative staff.
- 9.4 Maintains positive working relationship with parents.
- 9.5 Participates actively in school activities.
- 9.6 Provides extra help for students as needed.
- 9.7 Responds positively to responsible constructive criticism or advice.

10.0 Shows evidence of professional growth.
- 10.1 Keeps abreast of developments in field through professional reading and active participation in professional associations directly related to field of work.
- 10.2 Engages in appropriate course work and in-service programs.
- 10.3 Works with new approaches and materials and is frank in their evaluation.

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SUPERVISORY MODELING

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Supervisory modeling is an approach in which the supervisor actually teaches a lesson using the desired techniques while the classroom teacher observes. Used in conjunction with discussion of goals, behaviors and methods, this approach to supervision offers a number of benefits to the principals or central office administrators who employ it. At a minimum, the modeling approach puts supervisors in much closer contact with the daily world of classroom teachers and the problems they face. It also provides them an opportunity to test their instructional theories in the setting which is most applicable. More significantly, supervisory modeling enhances the clarity and credibility of supervision and translates from theory into practice the belief that the act of teaching ought to be at the heart of a school or school system.

Unlike other conventional approaches, supervisory modeling is a graphic form of supervision - it provides a picture rather than a thousand words. From observing a lesson, the teacher derives not only a general idea of what the supervisor would like to occur, but also a concrete image of how it might be accomplished.

Within a building or district, word that a supervisor has taught in someone's classroom can have a positive impact on the perception of that person as the instructional leader. Through demonstration lessons and modeling, supervisors can establish the credibility of their ideas, thereby invalidating the oft-heard criticism that because administrators are too removed from the classroom, their suggestions for instructional improvement are unworkable or impractical.

Another benefit of supervisory modeling is that it encourages and sanctions risk-taking within a staff. A demonstration lesson not only illustrates a point of pedagogy but also models risk-taking behavior. If the supervisor teaches a less than perfect lesson (which is more than likely) and can still look at it constructively, then a teacher can feel comfortable doing the same. More generally, a message is communicated that imperfection, or even failure, in a given lesson need not be seen as a sign of incompetence, but rather as a building block for improving the next lesson. This attitude on the part of the supervisor can, in turn, establish a spirit of reflective innovation as the norm for the staff and can even motivate teachers who would otherwise be unwilling to try new techniques and approaches.

Supervisory modeling also provides an opportunity to demonstrate and articulate the district's priorities and goals. The planning sessions and discussions which accompany supervisory modeling enable the administrator to stress important instructional goals in the context of day-to-day activities. The time and effort spent by both the supervisor and the teacher reflect the value placed by the district on effective teaching.

At the building level, supervisory modeling consists of several planning sessions where a principal and teacher discuss the goals of a unit or piece of curriculum and design a series of lessons which the principal will both teach and observe.

EXAMPLES:

(a) A new teacher is having problems implementing certain aspects of the program in a difficult class. A major stumbling block is the group's behavior in large class lessons. The principal offers to design and teach a series of full class lessons intending to show how a challenging instructional situation can eliminate certain behavioral problems. After each lesson, the teacher and principal examine the specific action and techniques employed. The fact that the principal experienced similar problems in the lesson helped to reassure the teacher. In addition, it provided the teacher with a repertoire of new techniques which could be used. The teacher then can incorporate some of the successful approaches in future lessons.

(b) As a result of the demonstration lessons in the first example, the principal begins to discuss the level of mathematics instruction with two third grade teachers. They decide that the principal will teach several math lessons in each class and work with the teachers on reshaping the math curriculum. This leads to discussions with the second grade teachers and the principal gradually begins to teach a few lessons in those rooms. Since there is only a limited amount of time available for

demonstration lessons, the principal meets with the primary grade staff and recommends that they spend several days in the summer holding a math curriculum workshop. A proposal is prepared for the school committee and the summer project is approved. For approximately $1,000 eight teachers are able to spend four half days in the summer working with the principal on new ways to teach mathematics. The principal plans the agenda based on the teachers' ideas and leads the workshop. The following school year, the principal is able to serve as a resource, do model lessons and observe teachers' lessons for all primary classes.

The process of supervisory modeling played a critical role in the early stages of this situation. The principal's willingness to work with the individual teachers and the group resulted in a marked difference in the approach to teaching employed by the primary teachers in the building.

From a central office perspective, supervisory modeling consists of demonstration classes or lessons intended to show the effectiveness of particular methods or materials, and, cumulatively, to establish credibility in instructional leadership.

EXAMPLES:

(a) A central office curriculum administrator wishes to introduce a new program to the district. Take for example, the "Philosophy for Children Program." The supervisor can organize an after-school demonstration class with teachers from several schools involved in observing, critiquing, and planning the lessons presented to twenty fifth- and sixth-grade students. In the process, the new curriculum is given careful scrutiny under fairly realistic conditions. The teachers and the administrator are involved in a mutual effort to refine instruction (this time with the administrator on the firing line), and the groundwork is laid for the adoption by the teachers of the new curriculum. Moreover, the graphic experience of the demonstration classes and follow-up planning enables these teachers to serve as catalysts for the adoption of the program by others at a more conventional workshop the following year.

(b) In the same school system, working under a grant intended to raise the level of instructional challenge for talented students in the regular classroom, the central office administrator establishes a "co-teaching" relationship with a second grade teacher. The focus of the relationship is not on improving the teaching but on "collaborative research" aimed at discovering the upper limits of what students of a certain age can learn in particular subjects. After selecting a curriculum area (geometry) and documenting the approach used by the teacher in previous years, a more challenging experimental unit is developed (mostly by the administrator) and presented to the students, with the two adults alternating between the roles of teacher and observer/critic.

As a result of the experimental unit, all students learn a great deal more geometry than at any time in the teacher's experience, the teacher expresses more delight than chagrin at the discovery that a teacher's level of expectations can be raised, and the unit itself is ready for a revision and subsequent presentation at a workshop.

(c) In another school district, supervisory modeling is used as one component of the entry strategy of a newly hired Director for Curriculum. Specifically, after briefly visiting all classrooms, the Director asks principals to inform teachers that the Director is interested in "getting to know the students" in the system by doing some classroom teaching. The principal then solicits interested teachers. It is clearly stated that the guest lesson will not be a canned showpiece but rather will present a topic "that the teacher would be working on anyway"; as a result, a prior meeting becomes necessary and the teacher and the new administrator get to know each other through the effort to establish a compatible game plan. Within the framework described, it is still possible to introduce innovative methods (e.g. multi-level assignments to provide for differences within a top-group fifth grade math class, and the use of non-fiction reading material to teach fourth graders how to write a paragraph). The communication, both explicit and implicit, that takes place during this experience produces a depth of relationship between teacher and central office administrator that might not otherwise have evolved.

The supervisory modeling approach, as can be seen from the examples presented, improves instruction and establishes effective leadership. Its benefits justify the effort required by supervisors.

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A SUPERVISORY APPROACH TO TEACHER EVALUATION: Reading's Education-By-Objectives

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Reading Public Schools

Teacher evaluation is a hot topic for those concerned about education. Professional journals devote much of their space to discussion of evaluation issues; union contracts increasingly contain evaluation "language;" popular magazines and newspapers reflect a keen public interest in teacher evaluation. Here in Massachusetts, the State Board of Education has asked a study group to determine whether comprehensive systems for evaluating the educational personnel in local school districts do, in fact, exist.

Professional educators active in MASCD are well aware of the many attempts to create satisfactory and effective evaluation systems. We have seen university people developing theory-based approaches which can be imported by local districts. There are many home-grown, locally-developed plans. Many other districts have found the evaluation practices used in industry and business worthy of initiation. Reports of success, however, remain few and far between.

It may be that the absence of success is due to wrong focus. An evaluation system which stands alone without a clear-cut and defined relationship to supervisory practice is like a cart without a horse. Just as a horse powers the wagon, supervision empowers evaluation. Many of our colleagues have tried to keep supervision and evaluation separate. For example, proponents of checklist and rating schemes see the evaluation process as one of monitoring performance or weeding out incompetents. Many advocates of clinical supervision recommend that the supervisor avoid evaluation activities; some even conclude that supervision and evaluation are incompatible, and that one person cannot be both a helper and a judge. Even if this was a proper perception, the staffing patterns in most school districts preclude separate evaluators and supervisors.

This article will discuss an instructional improvement-oriented perception of that relationship between supervision and evaluation. It will be shown, by drawing on one successful example, that solid and convincing evaluations are a natural by-product of good supervisory practices aimed at improvement of instruction.

The Reading (Mass.) Public Schools have had for more than a half-dozen years an approach to supervision which affirmed that good supervision and good evaluation go hand-in-hand and that there is something of value for everyone in the process. For the classroom teacher, the experiences of a seasoned, competent principal / colleague is available to help him or her improve and this is a goal which most teachers accept and believe in. A collegial relationship can be a productive way to have two good minds work on an instructional and professional concern. For the principal or supervisor, the tactics of supervision - conferencing, observing, helping, demonstrating – are what brings about changes and improvements, especially when we know checking up, monitoring, unplanned observing, and rating do little for improving the teacher, and more than likely encourage resistance.

Good supervision as practiced in Reading starts with interaction around what is expected – the criteria upon which performance is based and adjudged.

The notable features are that (1) teachers and supervisors work together for the benefit of students, (2) the goal is improvement, and (3) teacher self-evaluation is an important feature. Rather than isolate teachers from administrators, it fosters mutual trust and establishes cooperation rather than adversarial relationships.

All members of the professional staff set yearly instructionally-oriented improvement goals developed mutually by the interaction between the teacher and the supervisor. The goals are agreed to early in the academic year and may have grown out of experiences the previous year. The adopted goals may be aimed at overcoming a weakness, or helping to plan a new instructional segment, or may be to express the teacher's role in the school or school system's goals for that year.

The value of goal-setting and the meetings of the minds it requires is that everyone's priorities are addressed. The goals are a year-long agenda for discussions between supervisor and staff member. Communication is the key to supervision in this mode.

Observation data and other sources of information are gathered at regular intervals during the year to monitor or demonstrate the "attainment" of the goals. Trust is developed by conferencing before observation or class visits; this is viewed as being as important as the feedback sessions which follow any observation or visitation.

The basic principles of the approach which we in Reading call Education By-Objectives (EBO) are:

(a) a teacher needs to know what is expected of him or her
(b) a teacher needs to know how he or she is doing
(c) a teacher must be able to obtain assistance as needed.

Such practices are premised on the notion that self-evaluation and self-appraisal are the best approaches to the improvement of the teacher's performance. The teacher is regarded from the first as an aware professional who is working to do the best possible for the good of the children. The formal process of staff evaluation, it follows logically, must encourage critical self-analysis by the individual teacher so the teacher can make the changes necessary to bring about improved performance.

Reading's EBO approach does not avoid judgments by the evaluator or the evaluatee. The process does not take away rights or responsibility of an evaluator to tell an evaluatee that teacher performance is poor or unsatisfactory. The EBO process sets the stage for open and frank discussions leading to the kind of help which can bring about improvement. Most importantly, judgment about the value of a teacher's work can be communicated in great detail. Positive reinforcement of this kind is possibly the best approach to maintaining that which is good about a person's performance.

A formal written statement in essay form incorporating the judgment about the teacher performance is prepared by the end of March each year for non-tenure staff and by the end of June for the tri-annual evaluation of tenured teachers. This official performance rating by which the teacher's status as a satisfactory or unsatisfactory teacher is determined is transmitted to the central office for inclusion in the personnel file of the teacher.

Under EBO, the judgment included in the written performance statement will come as no surprise to the teacher. The written document is a restatement of ideas shared, discussed and acted on during the appraisal process.

The EBO approach does not make the evaluation process easier, and it may even make the process in some ways more difficult. It will not make evaluation a precise, objective act. However, it will lend more certainty and agreement to what is largely a subjective process.

The bet is that the final overall summary evaluation judgment is better as a result of a close, two-way, in-depth look at a few educational objectives and goals than from a casual, superficial one-way rating of tens of traits, characteristics and behaviors of teachers.

Productive supervision and interaction - if the parties are open and honest with one another - usually can result in good, accurate evaluation estimates usable for all the administrative purposes of certifying competence, renewal of contract, promotions, merit increases. The main benefit is that the evaluations contain no surprises. A teacher would never reach the end of the year expecting renewal of contract if the feedback had been ongoing about needs for improvement. Most systems focusing on evaluation alone suggest a monolithic model of teaching. Good supervisors dealing with the day-to-day particulars of students and lessons, accept the differences and build - with self-development as the major method - towards improvement.

This EBO process was evaluated formally by the Reading staff after 3 years of practice and the following observations on the process were recorded:

Strengths of the EBO Process in Reading

- Has increased degree and quality of communication about job performance
- Has increased teacher participation, involvement
- Promoted more system-wide consistency in supervision and evaluation
- Much sharper focus on improvement, and pupil achievement
- Focus retained over a period of time
- Conducive to fairer evaluations – few surprises
- Has heightened sensitivity to self-assessment
- Greater opportunity for principal to "be a helper"
- More solid basis for claims of improvement or vice versa – documentation is part of the process
- Flexible – has variety of applications (address deficiency, task achievement, personal improvement, student issues, etc.)

Difficulties and Cautions of the EBO Process in Reading

- Very time consuming
- Some natural employee resistance to any supervisory practice still occurs
- Danger of trivia in goal selection
- Tendency for narrow focus on goals. Must constantly refer to total teacher performance.

- The quality of interaction influenced considerably by supervisor-teacher relationship
- The process is difficult with defensive teacher
- Variance between teachers and between supervisors in application

Issues Which Need Ongoing Attention in Reading

- Supervision and/or evaluation?
- Variance in teacher approach – may be seen as inconsistent
- Degree of mutuality, as for example, when to administrate by mandate an improvement goal
- Vulnerability of teacher who would volunteer improvement targets
- How to get a desirable degree of system-wide and building consistency.

The Reading Public Schools have adopted objective - setting or Education-By-Objectives as a major management and supervisory tool. It is our way of addressing priorities, of communicating about instructional issues, and of achieving instructional accountability. And it is our way of carrying out the public mandate to evaluate staff so as to give assurances of quality.

Such a system focuses on supervision - its by-product is effective evaluation.

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The Executive Board of the Massachusetts Association for Supervision and Curriculum Development has endorsed the "Principles of Evaluation" developed by the State Board of Education's Study Committee on the Evaluation of Educational Personnel. In doing so, the Board noted that it regarded the "Principles" as a succinct and comprehensive restatement of the important findings in the field of supervision. "The statement can serve as a significant set of criteria by which school officials and citizens in local communities of the Commonwealth can evaluate their local processes and procedures." This should contribute greatly to the development of public confidence in the local evaluation procedures which by design seek to improve professional performance and judge total job effectiveness in the local school district.